DOCUMENT RESUME

ED 149 109 08 CE 014 345

TITLE	Professional Teacher Education Module Series. Gather Student Data Using Formal Data-Collection Techniques, Module F-1 of Category F--Guidance.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	51p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591 ; Some parts of the document may not reproduce clearly
AVAILABLE FROM	American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.70)
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Case Records; *Data Collection; Evaluation Methods; Individualized Curriculum; *Learning Activities; Learning Experience; Learning Modules; *Occupational Guidance; Performance Based Teacher Education; Post Secondary Education; Secondary Education; Student Evaluation; *Student Records; Teacher Education Curriculum; *Teaching Skills; *Vocational Education

ABSTRACT

This first in a series of five learning modules on guidance is designed to give secondary and postsecondary vocational teachers help in developing competency in gathering information about students through the use of the following data-collection techniques: cumulative records, anecdotal records, sociograms, student autobiographies, and standardized tests. The terminal objective for the module is to use the formal data-collection techniques in gathering student data in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on guidance are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED149109

MODULE

F-1

Gather Student Data Using Formal Data-Collection Techniques

MODULE F-1 OF CATEGORY F—GUIDANCE
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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NATIONAL INSTITUTE OF EDUCATION

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1977

ISBN 0-914452-14-2

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM),** 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

CE 014 345

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

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Engineering Center
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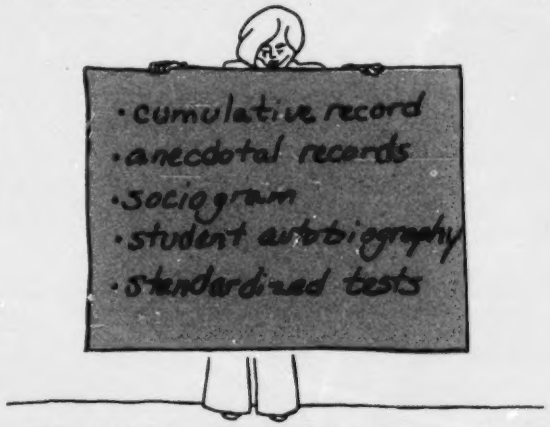
The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

As a vocational teacher, you need a knowledge and understanding of your students' personal characteristics, abilities, interests, needs, academic achievements, and backgrounds. This awareness is essential if you are to help them in their vocational and educational planning and provide them with the learning experiences necessary to prepare them for their vocational choice and preparation.

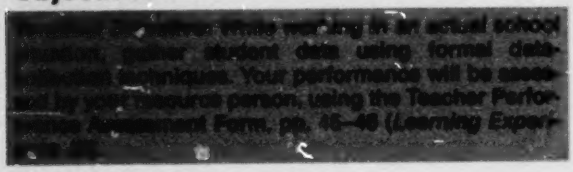
While your own daily interaction with a student is your primary source of information, there are data-gathering techniques and sources you should use to confirm and supplement this information. In order to understand and respond to each student's special needs, you should be able to use the following: (1) cumulative records (official school records concerning each student in permanent, cumulative form); (2) anecdotal records (logs documenting significant examples of the positive and negative aspects of a student's behavior); (3) sociograms (diagrams of relationships among students); (4) student autobiographies (students' accounts of their own lives); and (5) standardized tests.



This module is designed to help you develop competency in gathering information about your student through the use of these data-collection techniques.

ABOUT THIS MODULE

Objectives



Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the types and uses of student data-collection sources and techniques (*Learning Experience I*).
2. Given sample data collected on a hypothetical student, critique the form and content of the data samples (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

A person with expertise in data collection and interpretation with whom you can consult.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual school situation in which you can gather student data using formal data-collection techniques.

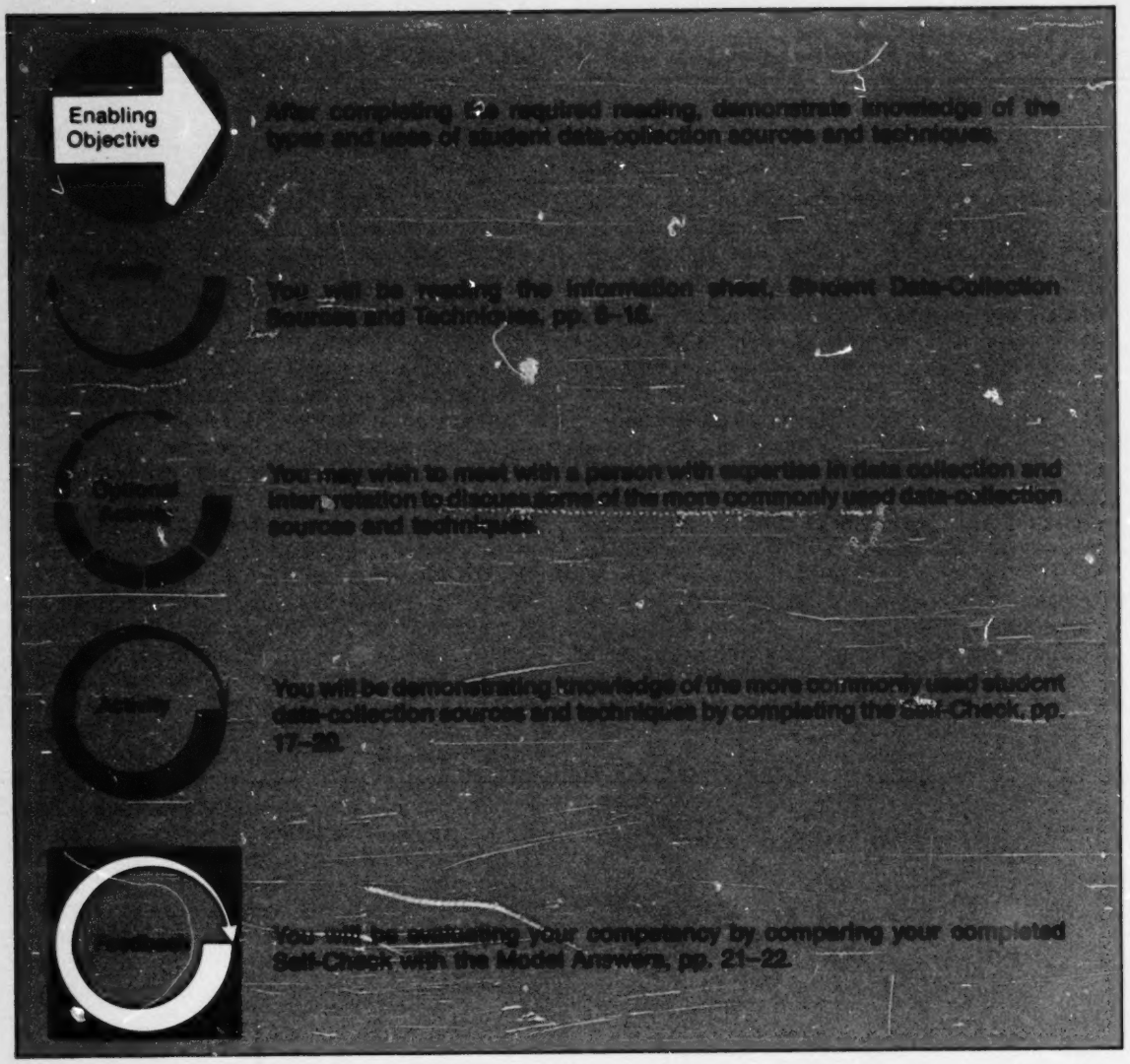
A resource person to access your competency in gathering student data using formal data-collection techniques.

This module covers performance element numbers 202–208, 212, 222, 223, 228, 229 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, demonstrate knowledge of the types and uses of student data-collection sources and techniques.
You will be reading the information sheet, Student Data-Collection Sources and Techniques, pp. 5–16.
You may wish to meet with a person with expertise in data collection and interpretation to discuss some of the more commonly used data-collection sources and techniques.
You will be demonstrating knowledge of the more commonly used student data-collection sources and techniques by completing the Self-Check, pp. 17–20.
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 21–22.

Activity

For information regarding the types and uses of selected student data-collection sources and techniques, read the following information sheet:

STUDENT DATA-COLLECTION SOURCES AND TECHNIQUES

Teachers and counselors need as much information as possible about students. They need this information to do an effective job in helping students with their personal and academic development, and with their occupational and educational planning.

As a vocational teacher, you should attempt to have a good general understanding of each student: home background, progress in school to date, academic and special abilities, out-of-school activities, interests and motivations, aspirations, self-concept, acceptance or recognition by others, and other significant factors. Additionally, you must be able to recognize when it would be appropriate to study a particular student in more depth. This may be necessary in order to resolve a learning problem, help a student handle a personal problem, or help a student move ahead in his/her educational and vocational planning. Since getting to know students in some depth can be a complex and time-consuming task, you need to be familiar with, and learn how to use, the more common data-collection techniques.

In this information sheet, six frequently used data-gathering techniques are identified. While each technique has its own specific objective, the information supplied may overlap with that supplied by another source. Such overlapping has value as it serves to confirm both subjective and objective information about an individual or a group of students.

Any student data gathered by the use of formal data-gathering techniques should be used only in a professional manner. Confidentiality of data should be respected and information should be released **only** to appropriate personnel according to school policy and government regulations. Recent legislation, H.R. 69, places further restrictions on the collection and use of student records. H.R. 69, the Federal Family Educational Rights and Privacy Act of 1974 (P.L. 93–380), provides for access by parents to permanent school records and an opportunity to challenge any contents which may be inaccurate, misleading, or inappropriate. This pertains to all material in the cumulative record folder (psychological tests, anecdotal records, family background information, teachers' comments, grades, achievement and aptitude test scores, health data, and attendance data). Additional legislation requires that each school district establish a procedure for granting parental access to a student's records. Since parents have access to their child's records and the right to challenge the contents of these records, you should be aware of all relevant policies for any district in which you are working.

The Cumulative Record

Counselors, teachers, and administrative personnel must have access to an accumulation of facts concerning personal characteristics, abilities, interests, academic achievements, needs, and backgrounds of their students. A cumulative record involves the compilation and maintenance of such a personal case history in permanent, cumulative form. An adequate cumulative record should contain factual, comprehensive, accurate information that is free of personal bias or irrelevant items.

Probably the most widely used cumulative record form is a folder which permits data to be entered on all four surfaces and into which additional loose items can be placed. The folder can be easily updated to include additions such as health reports from a doctor or school nurse, correspondence with parents, anecdotal records, and information from employers concerning work experiences.

The accumulation of student data begins at the kindergarten or first grade level, depending upon the school system. It continues until the educational process is terminated at the secondary level when the student graduates or drops out of school.

In most school systems, the school at each level (elementary, junior high or middle school, and senior high) keeps its own set of cumulative records. These records remain in the school. However, once a student has graduated or dropped out, they may be transferred to microfilm and kept in the school system's administrative offices, frequently in a fireproof vault.

In some school systems as a student progresses to the next higher level of schooling, pertinent information is copied from that student's cumulative record and transferred to the next school the student will attend. There is an increasing trend toward placing all pertinent data on one record card which travels with the student from one level to the next.

Specific types of information usually included in a cumulative record are as follows.

- identifying data (name, address, other members of the family, etc.)
- attendance records
- home conditions
- economic factors affecting the student
- health record
- academic record
- information concerning hobbies and other out-of-class activities
- character and personality traits and development
- records of standardized test results and other test information
- records of any events of special significance which might affect a student's development
- special interests and achievements both in and out of school
- educational plans and concerns
- vocational interests and concerns
- work experience
- future aspirations
- special needs or problems
- most current photograph of student

The Student Autobiography

The autobiography is a student's account of his/her own life. You can use this to gain insight into a student's life as he/she perceives it to be. An autobiography may be structured or unstructured depending upon the directions given to the student by you or a counselor. In the **structured au-**

tobiography, detailed directions are given requesting specific factual information which will provide a systematic, detailed account of a student's life.

The basic elements which might be included in the directions for a structured autobiography are—

- background and early history
- physical characteristics and health record
- school experiences, including academic achievement
- interests, hobbies, friendships, travel, and leisure time activities
- work experience
- educational and career plans
- concerns related to educational and career plans
- family influences
- other aspirations affecting future life style

These categories of information need to be clearly explained when they are given to students as guidelines. What you expect students to include within each category will vary depending on the objective you have in mind. You also need to provide an opportunity for questions and discussion when making the assignment. In addition, you need to set a relatively early deadline for its completion.

In the **unstructured autobiography**, minimal directions are given to students. Students may be told simply, "Write a story about your life." This lack of direction may be given to encourage students to write about what **they** judge to be the most interesting and important facts about themselves—accounts of their ambitions, interests, achievements; or specific incidents that they recall vividly. However, there is no guarantee that this will happen. With an unstructured autobiography, it is far more difficult to extract the clues that reveal what a student considers, either consciously or unconsciously, to be the truly important aspects of his/her life and personality.

Nevertheless, there are occasions when an unstructured autobiography may be a logical approach to determining student concerns, problems, or feelings. For example, autobiographies written on a topic such as "Things that Bug Me," or "I wish------," or "Ten Years From Now I'll Be-------" may reveal an inadequate self-concept, interpersonal problems, unexpected goals, or other untapped feelings which are not as likely to show up in a structured autobiography.

Advantages and Limitations

The advantages of using the autobiography to gather information about student are as follows:

- Securing information through an autobiography may require less staff time and effort than other means of data gathering.
- Students, in organizing information about themselves, have an opportunity to gain valuable insight and self-understanding which will help them in their educational and occupational planning.
- Autobiographical information can be compared with information from other sources, such as the cumulative record, test scores, and anecdotal records.
- The autobiography may contain valuable clues to the student's character and personality. By better understanding the student's likes, dislikes, ambitions, concerns, and interests, the teacher or counselor has a better insight into the causes of problems and can work more effectively to help the student find solutions.
- Autobiographies may be filed in the students' cumulative record folders to provide the teacher or counselor with a record of their plans and aspirations.
- A student's age, academic ability, or background may make it difficult for him/her to compose an autobiography. This fact, in itself, can provide the teacher or counselor with pertinent information.

- Clues and inferences about possible feelings of inferiority or rejection, unrealistic goals and plans, or the failure to recognize appropriate career and educaticnal options, may be detected in an autobiography.

There are two major limitations to using the autobiography as a source of student data. They are as follows:

- Persons untrained in the areas of guidance and counseling may reach incorrect conclusions based upon **misleading or inaccurate information** given in the autobiography or based upon their **faulty interpretations** of the information.
- For a variety of reasons, students may refrain from including pertinent information or may distort facts.

Anecdotal Records

Anecdotal records are a means of keeping a log of incidents involving a particular student. They should contain concise, informal descriptions of significant examples of both positive and negative aspects of a student's behavior. If the procedure for recording and reporting anecdotes is kept simple, you can more easily keep anecdotal records of students being studied or in need of assistance. If you wish to make an interpretation of the behavior being reported, the interpretation should be kept separate from the description of the actual incident. Anecdotal records can be an excellent means of student observation, but unfortunately, in most schools, too few are obtained.

The following are guidelines for preparing anecdotal records.

- The form used should be **short.**
- Only **significant** behavior should be reported. Any incident is significant if it provides insight into the student's problems or behavior symptoms.
- Both **positive** and **negative** behavior should be recorded.
- Anecdotal records should not be developed only for students at either end of the academic spectrum. They should be kept for a period of time, as needed, on **any student** who is being observed or helped by a teacher or counselor.
- Important incidents should be **recorded by the actual observer** as soon as possible after the incident occurs.
- The anecdotal form may include **separate space for interpretations or suggestions.** It is important tc keep the description of the actual incident separate from the observer's interpretations so they cannot be confused.
- The anecdote is of little value unless it is used in conjunction with a variety of **additional sources** of information (e.g., anecdotal records kept by other teachers, test results, autobiographical data, etc.). A few anecdotes by themselves, especially if they are recorded by the same observer, may present a biased sample of the student's behavior.

Advantages and Limitations

The advantages of using the anecdotal record to gather information about students are as follows:

- Students can be studied under natural conditions, and any environmental changes affecting a student can be observed.
- All age levels can be studied.
- There is no need for specialized equipment.
- The process of writing anecdotal records affords the teacher an excellent opportunity to recognize individual differences among students.
- It is possible to compile a developmental record over a period of time based on individual anecdotes.

There are four limitations to using anecdotal records as a source of student data. They are as follows:

- Observations transferred to anecdotal records are not valid unless the attitude of the teacher remains objective.
- Too frequently, teachers limit their anecdotes to undesirable behavior.
- The writing of good anecdotal records may be quite time-consuming for busy teachers.
- If the student recognizes or even feels that he/she is being singled out for observation, the usefulness of the technique may be de-

stroyed. Therefore, teachers observing students and writing anecdotes should be particularly careful not to reveal this activity to the student being observed or to other students.

Standardized Tests

Teachers in most schools today have a variety of tests and testing services available. Most of the commonly used tests fall into one of four categories: **general ability tests** to measure ability to learn; **achievement tests** to measure actual academic performance; **aptitude tests** to measure learning potential; and **interest surveys** to determine students' preferences.

In selecting, administering, or interpreting any test, inventory, or rating scale, you should carefully consider—

- the appropriateness of the instrument in relation to the information needed and the individuals to whom it will be administered
- the conditions under which it will be administered, including the environment in which the test is administered, the attitude of the students, and the competence of the administrator
- discrepancies between test data obtained and other evidences of performance
- significant changes from prior test data

General Ability Tests

These are frequently called intelligence tests, scholastic aptitude tests, or mental maturity tests and are used to measure an individual's ability to learn. There are many different intelligence tests. Some such as the Stanford-Binet, Weschler Intelligence Scale for Children (WISC) and the Weschler Adult Intelligence Scale (WAIS) are administered **individually** and can only be given by a certified psychologist with permission from the student's parents.

These tests usually give two or more scores: a **verbal** score which is designed to measure general information, general comprehension, math, and similar fields, and a **performance** score which is based on picture completion, picture arrangement, block design, maze tracing, coding, and object assembly. These two scores are averaged to

reach a full scale IQ (Intelligence Quotient) score. The "average" or "normal" range of intelligence differs slightly with the test being given; however, the "normal" range for IQ scores is generally between 90 and 110. In a cumulative record folder, you will usually find these scores on a separate sheet of paper since they have been administered by a trained psychologist and can only be released or sent to another school district with written parental permission.

There are other intelligence tests which are normally given to **groups** in the school setting by teachers or counselors. These tests are easy to administer and rely heavily on **reading** skills. Some commonly used group intelligence tests include the California Short-Form Test of Mental Maturity, Hemmon-Nelson Test of Mental Ability, Lorge-Thorndike Intelligence Test, and the Otis Quick-Scoring Mental Ability Test.

The "normal" range of IQ scores on group tests is also 90–110, although this may vary slightly between tests. The scores on group intelligence tests are usually found on the data sheet which is part of the cumulative record folder.

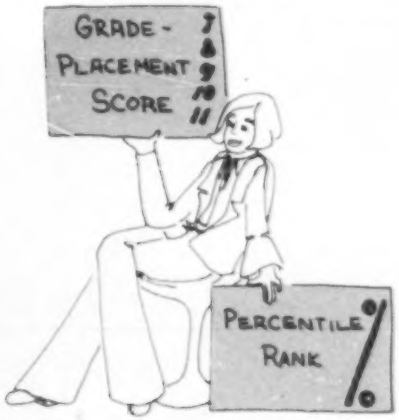
If any student to be tested has reading difficulties, it is preferable to administer an individual test which involves little or no reading. Or, you may choose to administer a group test which contains parts or sub-tests which do not involve reading.

Achievement Tests

While general ability tests measure how much a student **can learn** in the future if ideal conditions prevail, the achievement test indicates how much a student **has learned** in a specific area. Achievement tests measure specific skills such as reading comprehension, word knowledge, spelling, math computation, math comprehension, and math problem solving.

There are two basic types of achievement tests: survey and diagnostic. The **survey test** is usually easier to give and to score. It can be particularly helpful in pointing out group weaknesses which a teacher can then seek to correct through instruction. Survey tests indicate a student's general level of achievement in areas such as reading or math. The best examples of survey tests are the sub-tests of general achievement tests such as the Metropolitan Achievement Test.

Scores on survey achievement tests are usually reported in grade-placement scores and/or percentile rank. A **percentile rank** describes a per-



son's relative position in a particular group. A percentile rank of 70 (P 70), for example, means that the person's score is equal to, or higher than, scores made by 70 percent of the people in a specified group. A **grade-placement score** is expressed as the grade level of those students for whom a given score was average. For example, a grade-placement score of 8.6 indicates that the student's performance was equal to the average performance of a student in the sixth month of the eighth grade.

The **diagnostic test** is usually longer than the survey test. It is designed to analyze an individual's strengths and weaknesses in a particular area (e.g., reading) and to suggest causes for these difficulties. Diagnostic tests usually yield several scores on various sub-tests. The Stanford Diagnostic Arithmetic Test and the Durrell Analysis of Reading Difficulty are two examples of diagnostic achievement tests.

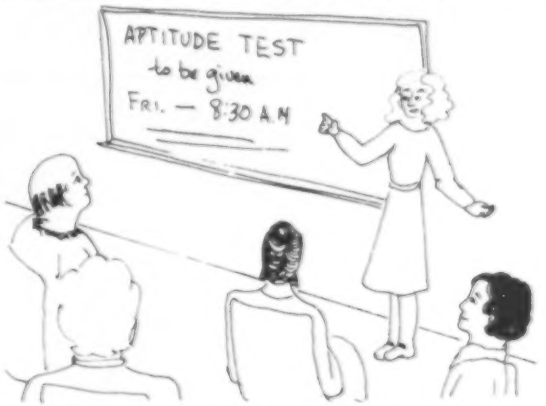
In general, **past performance in an area is the best predictor of future performance.** Thus, achievement test results, together with past performance in a subject, should be considered in educational and vocational planning.

Aptitude Tests

Aptitude tests provide a basis for predicting an individual's ability, with training, to acquire some knowledge, skill, or set of responses. Aptitude test scores are usually used with intelligence and achievement test scores to predict an individual's potential.

One commonly used aptitude test is the General Aptitude Test Battery (GATB), which is widely used by the U.S. Employment Service. The GATB is divided into separate tests that measure general learning ability (G), verbal ability (V), numerical aptitude (N), spatial aptitude (S), form perception (Q), motor coordination (K), finger dexterity (F), and manual dexterity (M). GATB scores are reported in percentile ranks. Other commonly used aptitude tests include Miller Analogies, Differential Aptitude Test (DAT), American College Aptitude Test, and the SRA Primary Mental Abilities test.

As a vocational teacher, you should encourage students to take advantage of the opportunities for aptitude testing available in the school or community. Students should have access to the informa-



tion provided by these tests when they are involved in their educational and vocational planning, and they should be helped to use the information wisely.

Interest Surveys

Standardized interest surveys are designed to help students identify and understand their interests and preferences for particular activities. From

these preferences, a diagnosis is then made of the occupation(s) which most closely match their interests. Some widely used interest surveys include the Kuder, Ohio Vocational Interest Survey (OVIS), and Strong Vocational Interest Blank (SVIB). These tests are administered in groups or individually and can be administered by a teacher or counselor. The scores on most interest surveys are reported in percentiles.

Students may also identify their interests by **informally surveying** such things as the school subjects they prefer, the activities and hobbies they have chosen, or their reactions to summer or part-time work experience. This information, coupled with information received from standardized tests, can give students an understanding of their interests. They will then need help in developing skill in exploring occupations and making educational plans in light of **both** their **interests** and their **aptitudes.** Care must be taken that they do not confuse interests and aptitudes.

Other Tests

A variety of other tests are used in most secondary schools. The **college admissions tests,** American College Testing Program Examination (ACT), and College Entrance Examination Board Scholastic Aptitude Tests (SAT), are used for predicting potential scholastic achievement at the college level. Many colleges require that these tests be taken for admission purposes.

Some school systems also include **personality adjustment inventories** in their testing programs. Personality adjustment tests are designed to measure the emotional, motivational, interpersonal, and attitudinal characteristics of an individual, rather than an individual's abilities or aptitudes. The results of personality adjustment inventories such as the Gordon Personal Profile, the Minnesota Multiphase Personality Inventory (MMPI); and problem checklists such as the Mooney Problem Checklist are commonly used to aid the counseling program.

In most schools, the testing program is planned by a committee made up of teachers and specialists such as the school counselor and psychologist. One of the specialists usually oversees the scheduling, scoring, and interpretation of tests in the school-wide program. In many schools, additional individual or group testing may be requested by individual teachers for specific purposes. Whether the testing is teacher-initiated or part of the school-wide program, you can use the resulting test data to learn more about the needs, interests, and abilities of individual students.

If you participate in the administration of standardized tests, you should very carefully study the manuals in order to administer each test properly and precisely. It is also important that you become

skilled in observing students to detect any conditions that might adversely affect test performance (e.g., inattentiveness, external distractions, illness, etc.).

The Sociogram

It is often easier to understand individual behavior if students can be studied within the context of group behavior. The sociogram provides an im-

portant means of gathering this type of student data. It is a diagram of information reflecting students' choices of partners, and is used to observe and record relationships among students within their peer groups.

You begin by gathering information from students which, when analyzed, will reflect their attitudes toward, and understanding of, their classmates. However, constructing a sociogram must not be your only purpose when gathering the information. Data gathered from students must be obtained from a real situation which requires students to indicate their relationships with others in the class. You do not build a sociogram by directly asking students their opinions of other students with questions such as "Do you like him/her?" Rather, you gather this type of information from the events that occur as part of a normal classroom situation. Examples of such normal situations are those in which there is a need to designate (1) committees to decorate a bulletin board or to plan out-of-school functions such as a field trip; (2) partners for laboratory or project work; or (3) teams for impromptu intramural sports.

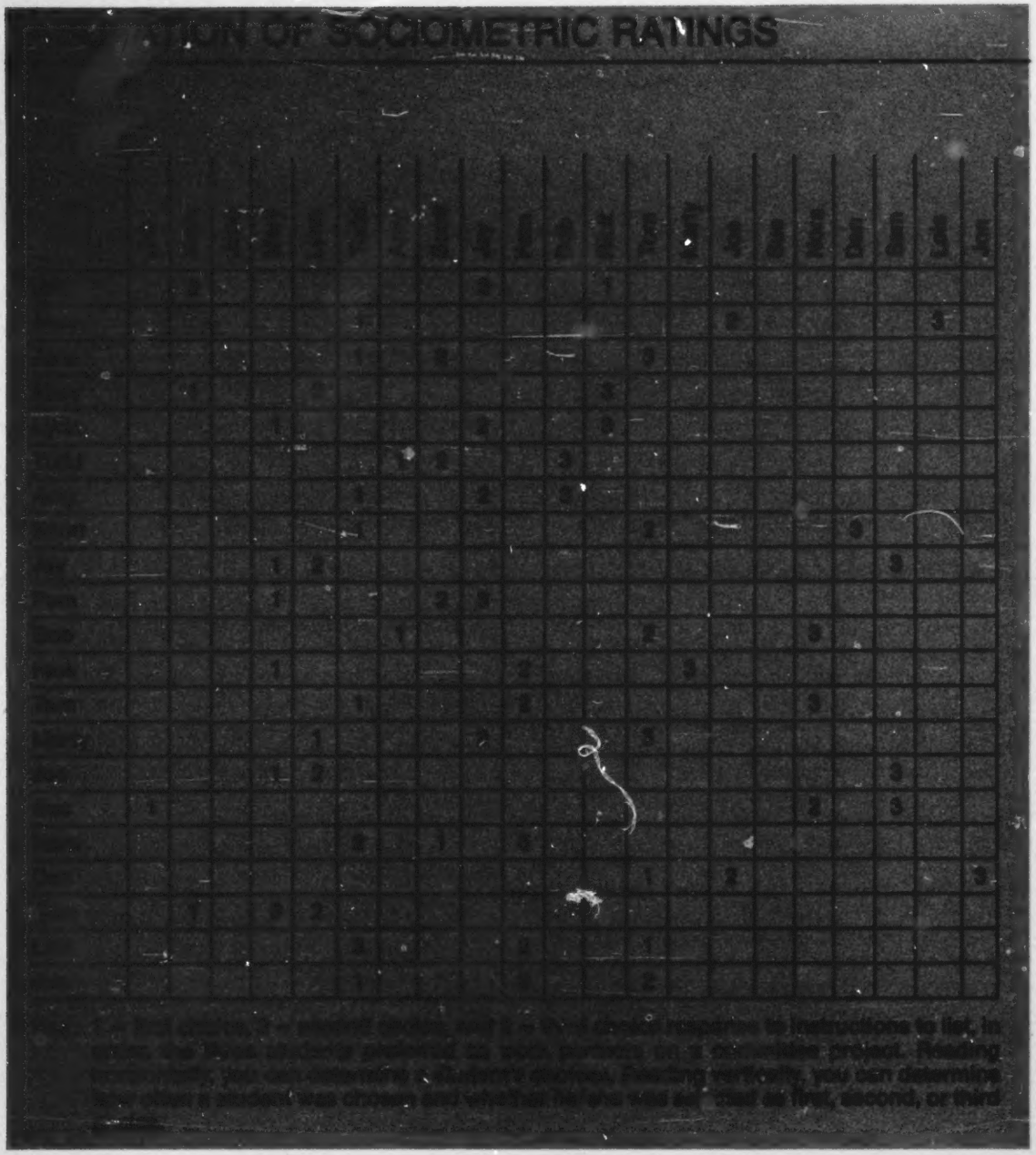
In order to set up a sociogram using the information obtained from one of the situations previously described, you can take the following approach. Ask each student to put his/her name on a sheet of paper and then write down in order of preference the names of the students (usually two or three) with whom he/she would like to work, or whom he/she would like to have on his/her team. As soon as the sheets have been collected, set them aside and discuss the project for which the information has been gathered. Take care to see that students' preferences are actually considered when the teams, partners, or committees are, in fact, chosen.

Later, make a complete tabulation of the data, indicating how often each student was chosen and how many times that student was first, second, or third choice. (See Sample 1.) As you proceed with the tabulation, the data will provide answers to such questions as: Which students chose each other? How many students emerge as "popular" (chosen most) or well accepted? How many students appear to be isolated or rejected? Are sex lines crossed? What appear to be the outstanding attributes of the students most frequently chosen? How might selections change if the assigned purpose were changed? Such questions should be subjected to careful analysis.

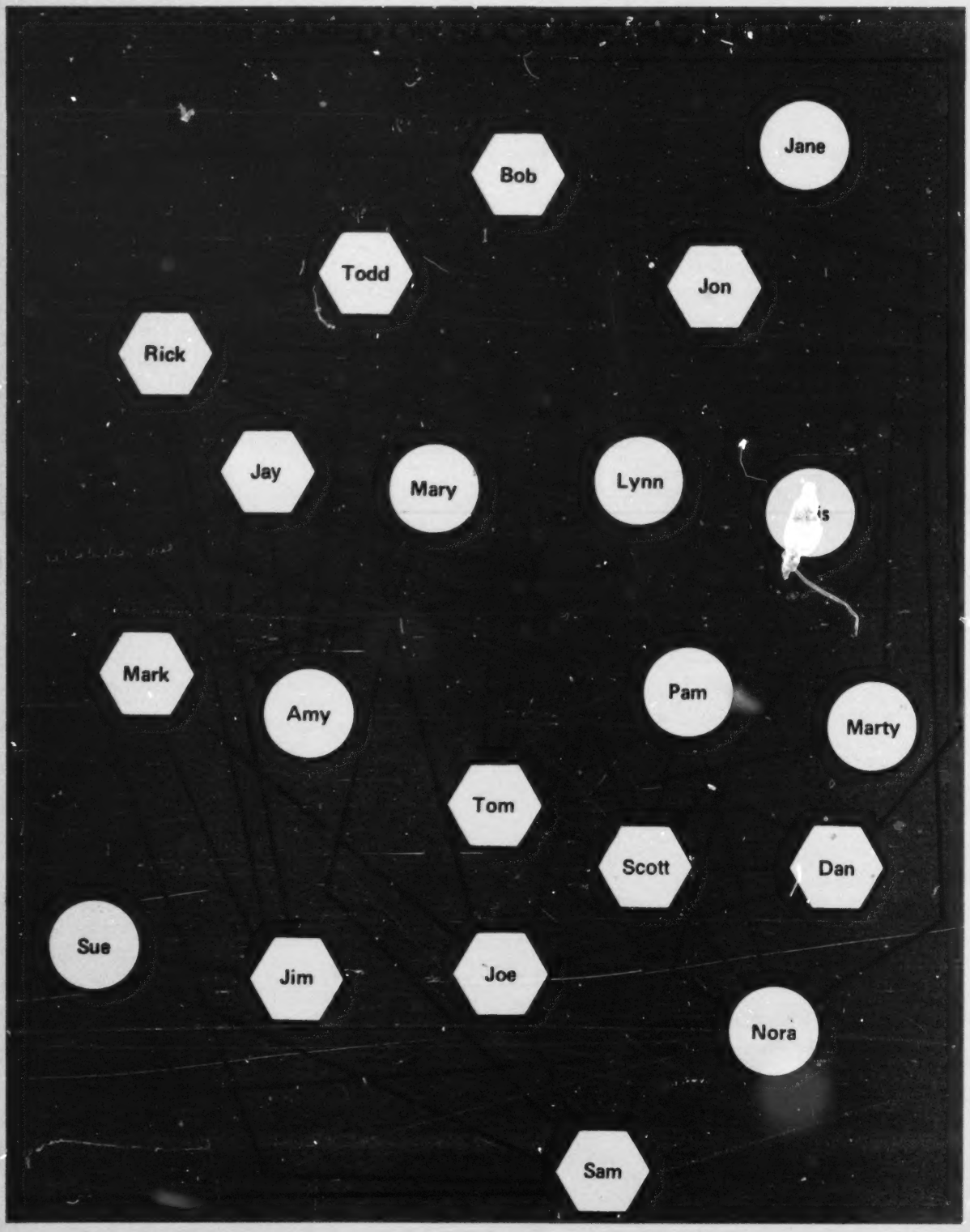
From this data, you can then plot a diagram of the relationship between and among students. (See Sample 2.) This will provide you with a means of identifying degrees of acceptance or rejection of individual students by other members of their peer group. Students' choices as depicted by the sociogram can then be studied, not only for the original purpose as explained to the students, but also for other purposes. For example, you may study the sociogram to—

- identify possible reasons for group and individual behavior
- plan for class management such as seating arrangements and areas set aside for independent or committee work
- identify possible aggressiveness or withdrawal on the part of individual students or the reasons for such behavior
- determine the type and extent of participation which can be expected of individual students during class activities
- determine types of personal and interpersonal problems that may exist and their possible causes.

SAMPLE 1



SAMPLE 2


Jane
Bob
Todd
Jon
Rick
Jay
Mary
Lynn
Mark
Amy
Pam
Marty
Tom
Scott
Dan
Sue
Jim
Joe
Nora
Sam

The Case Study

A case study is a collection of data about a student which is drawn from many sources. It may be compiled from such sources as school records; classroom observations; interviews with teachers, principal, parents, and the student; psychological tests; and samples of classroom work and interactions.

The case study serves as a means for teachers or counselors to become better acquainted with a student. By organizing all data into a single document and then organizing this data, additional information needs can be determined, problems can be identified, behavior patterns can be noted, and conflicting data can be revealed.

The case study should not be confused with the case history. The latter is usually a compilation of objective, factual information about a student. The **case history** includes the physical and psychological **characteristics** of the student, and **facts** about the student's environmental background and life history. The **case study** may include all or part of the case history but, in addition, it includes an **analysis and interpretation** of the data so that specific recommendations can be made. This implies finding solutions to identified problems.

Usually, the preparation of a case study grows out of a recognition by one or more staff members that a student has a problem and needs help. The case study may be initiated by an informal conference of two or more concerned staff members, or by an individual teacher or counselor. It is seldom worthwhile for a staff member to develop a case study alone. Information about the student will have more depth, scope, and objectivity if it is gathered from a variety of persons who are in some way involved with the student. Depending on the type of involvement, each person will probably have different insights into the problem or problems confronting the student.

Situations which warrant the development of a case study might include the identification of (1) a student whose vocational plan is unrealistic in terms of his/her school record; (2) a student who is frequently tardy, absent, or truant; or (3) a student who does not get along with peers because of overagressiveness or extreme shyness. To develop the case study, you should take the following steps.

1. Discuss the situation with the student's counselor and other teachers.
2. Check the student's cumulative record to see if it contains evidence of similar problems in the past, and to get other pertinent information.
3. Arrange for the student's other teachers to observe him/her for a week or so and keep anecdotal records.
4. Make an organized summary of the information gathered. This might be the completed case study, or you could take three further steps.
5. Arrange (or have the counselor arrange) a case conference. This conference might include other persons not previously involved (e.g., nurse, coach, visiting teacher, etc.) to get further information and recommendations which should be added to the study and used to plan how to help the student.
6. Develop a sociogram for the class and have class members (or the individual student) prepare an autobiography.
7. Administer (or arrange for someone else to administer) appropriate tests: ability, achievement, interest, aptitude, diagnostic, etc.

A carefully prepared case study can result in changes in the behavior and attitude of the teacher as well as in the student. The teacher is affected since changes in the student are more effectively brought about if there is increased understanding on the part of the teacher.

It is most important that the insights, conclusions, and recommendations reported in a case study be written clearly and concisely. It is also important that a definite distinction be made between what are objective facts and what are interpretations of those facts. The following recommendations may be considered as guidelines when writing a case study.

- Be sure that the major portion of the report is based on objective facts.
- Use a format that makes it easy for those studying the report to locate the information that has been judged to be the most pertinent.
- Be sure that **all important items are included.** These may vary depending on the purpose of the case study.
- Avoid using terminology that is too technical or difficult to understand.
- Do not report unverified information gathered from secondary sources as objective fact.
- Make certain that the case study itself (or any notes or data needed while you are in the process of developing a case study) is kept secure and confidential.

If you would like to explore these data-gathering sources and techniques further, you may wish to arrange through your resource person to meet with a person with expertise in data collection and interpretation. At this meeting, you may wish to ask this person to show you examples of various tests which are used to obtain data, explain data interpretation, or suggest techniques that might be used to gather data about vocational students.

The following items check your comprehension of the material in the information sheet, Student Data-Collection Sources and Techniques, pp. 6–16. Each of the six items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What do you see as the primary function served by cumulative records?

2. Describe the use of student autobiographies as a guidance tool.

3. How can anecdotal records (both those written by you and those written by other teachers) be of help to you as a vocational teacher?

4. Assume that you have been named as a member of a school testing committee representing all vocational teachers and that the testing program already includes having general ability tests administered in grades 1, 6, and 8. What additional types of tests would you recommend for all students at some time during high school? Justify your recommendation.

5. Assume you constructed a sociogram based on data received from students in response to the directions, "Select the three classmates with whom you would most like to work on a committee to plan a class party." What kinds of things might you learn about your students from the resulting sociogram?

6. Identify (a) which of the six data-collection sources covered in the module should be used with all students in a class you may be teaching, and (b) which sources you would use **only** with students needing special study or assistance.

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. If the cumulative records are kept up to date and contain factual, comprehensive information about students, then this information can serve as a valuable resource. It can be used by the school's professional staff to reach a more complete understanding of the students with whom they work.

   Because each cumulative record is a compilation of a variety of data from a number of sources over an extended period of time, reviewing the total contents of the file can give you a fairly accurate overall picture of a student.

   Caution should be exercised in acting on this knowledge, however. It is possible to force a student to fit this picture by your treatment of him/her, in spite of the fact that the student would like to change or improve.

2. A student autobiography can help to identify a student's likes, dislikes, special abilities, self-concept, home background, hopes, and dreams. It may also bring to light unrealistic plans, feelings of inferiority or rejection, critical home situations, etc.

   This information can (a) help the teacher or counselor plan more effectively to meet students' career needs, (b) provide teachers and counselors with a better understanding of a student's "handicaps" so that appropriate experiences can be planned for that student, (c) aid the student in developing self-understanding, and (d) provide a basis for discussion between student and teacher, or student and counselor, during counseling sessions.

3. Keeping an anecdotal record of a student's in-class performance over time can help you keep specific incidents in mind that may be important in helping (or understanding) a student. Documenting all significant events, positive and negative, provides you with a more objective and realistic picture of the student than if you rely only on memory.

   The events you remember tend to be the ones which got an emotional reaction from you (e.g., anger at a student who tore pages out of a text so he/she didn't have to carry the whole book home). Such emotion-laden recollections do not give a fair picture of the student.

   These records can be compared with those kept by other teachers to see if the same problems arise in other classes or if the behavior is unique to one class. Used with other types of student data, these records can suggest techniques or activities to use with the student to eliminate or minimize the problem behavior.

4. Vocational interest and aptitude tests should be administered to high school students to help them in their educational and vocational planning. An achievement test which includes a reading section could also be administered to identify students who have reading problems and, thus, need some special help.

5. The sociometric data gathered on the basis of these directions could help you to identify (a) the students most frequently chosen or "most popular"; (b) the students who are least often or never chosen; (c) if sex lines are crossed in choosing committee partners for this type of activity; (d) the students who chose each other, as well as evidence of cliques or "in-groups" within the class structure. You could then look for reasons why these selection patterns exist, and plan activities to improve interpersonal social relationships within the class or to involve isolated students as needed.

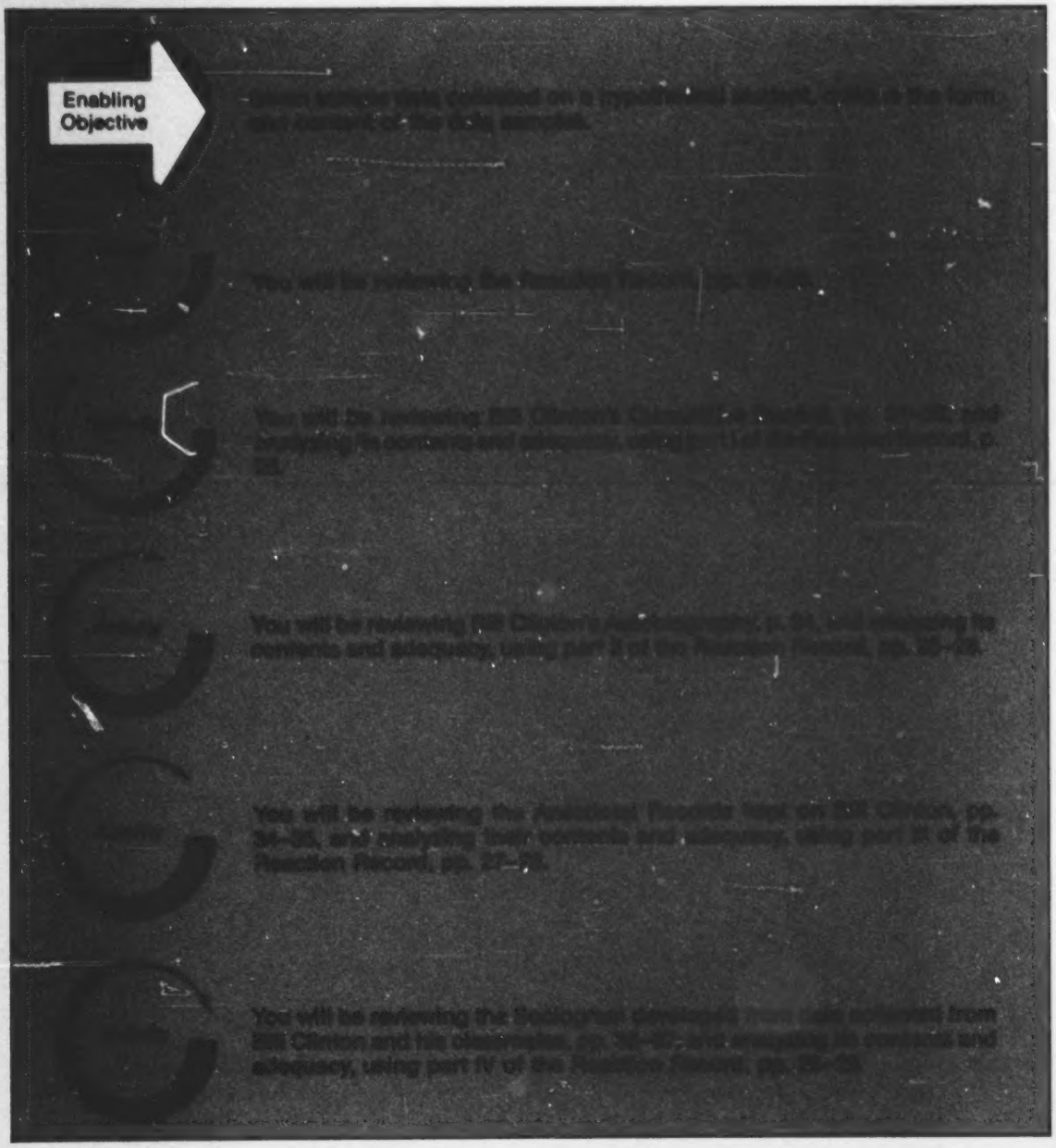
6. The cumulative record, the autobiography, the sociogram, and some tests (school ability, achievement, interest, aptitude) can be used with all students in a class.

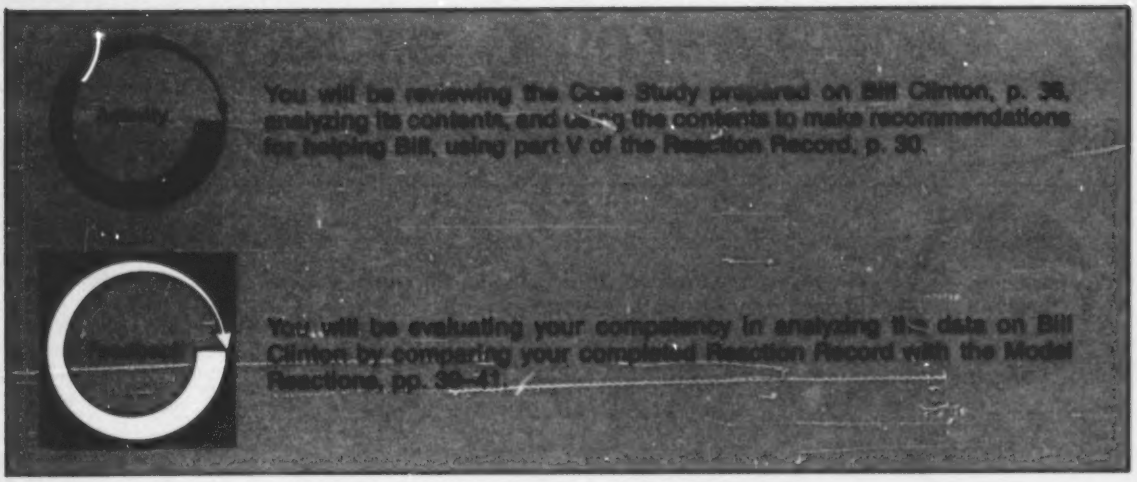
   Diagnostic tests, case studies, and anecdotal records should be used with students needing special study or help.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Student Data-Collection Sources and Techniques, pp. 6–16, or check with your resource person if necessary.

Learning Experience II

OVERVIEW




You will be reviewing the Case Study prepared on Bill Clinton, p. 36, analyzing its contents, and using the contents to make recommendations for helping Bill, using part V of the Reaction Record, p. 30.
You will be evaluating your competency in analyzing the data on Bill Clinton by comparing your completed Reaction Record with the Model Reactions, pp. 38–43.

You will be using the following Reaction Record throughout the activities in this learning experience to guide you in analyzing the contents and adequacy of data gathered on Bill Clinton. Review the items in this record before proceeding with the other activities. Each item requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item. You may wish to remove the Reaction Record from the module booklet before starting the activities so that you won't have to keep flipping back and forth.

REACTION RECORD

I: Cumulative Record

1. What information about Bill is provided in the cumulative record? What do you know about him from reviewing this record?

2. How thorough a picture of Bill Clinton is provided by the cumulative record? Justify your response.

II: Autobiography

1. Assume that the sample is an autobiography to assist in career planning. Based on the information Bill included in his autobiography, what kinds of information do you think that the teacher directed the students to include in their autobiographies?

2. Assuming Bill's autobiography was completed according to directions, what, if any, additional information could the teacher have requested in order to get career planning information?

3. Identify information contained in Bill's autobiography that confirms, or conflicts with, the information in the cumulative record.

4. What new information about Bill is provided by his autobiography?

III: Anecdotal Records

1. Rank each teacher's anecdotal record in terms of how well it meets the criteria for keeping an effective anecdotal record. Justify your responses.

Best Record
Teacher's Name: _____ Justification: _____

_____

_____

Second Best Record
Teacher's Name: _____ Justification: _____

_____

_____

Third Best Record
Teacher's Name: _____ Justification: _____

_____

_____

2. Identify information contained in the anecdotal records kept on Bill that confirms, or conflicts with, the information in the cumulative record and the autobiography.

3. What new information about Bill is provided in the three anecdotal records? Does the data form a pattern over all three records, or is there conflicting data given by the three teachers? Which information is fact and which is opinion?

4. Based on the information contained in these anecdotal records, summarize each teacher's attitude toward Bill.

IV: Sociogram

1. Identify the students most frequently chosen.

2. Identify the students most frequently chosen "first."

3. Identify the students least frequently chosen.

4. Discuss the implications of the data on the sociogram.

5. Suggest other situations for which a sociogram might be developed which could result in significantly different groupings of the same students.

6. What does the sociogram tell you about Bill, and does this confirm or refute other information you have about him?

V: Case Study

1. Is the format of the case study adequate to give you a clear picture of Bill and his strengths and weaknesses? Justify your response.

2. Is any information included which is personal opinion rather than fact? If so, what information, and should it have been included?

3. The recommendations section has been intentionally left blank. List the recommendations you would make for Bill based on the case study.

The following Cumulative Record was collected for a student, Bill Clinton, who has completed the first semester of grade 10. Study the record and analyze its contents and adequacy, using part I of the Reaction Record, p. 25.

CUMULATIVE RECORD[1]

Name CLINTON, William — Male ☒ Female ☐ — Birthdate February 1

Address 100 Dorris Avenue — Birthplace Richmond, Virginia

Telephone 484-7349 — Expected Graduation Date June — Nationality

Mother's Name CLINTON, Jenny — Father's Name CLINTON, Thomas

Mother's Occupation Homemaker — Father's Occupation Machinist

REMARKS

[Home Conditions: brothers, sisters, others in household, economic factors, etc.]

[Outside Interests: hobbies, special achievements, etc.]

[Health Record: immunization record, special problems, allergies, etc.]

[Other: character and personality traits, significant events, special needs, etc.]

1. Adapted from materials contained in a simulation package developed by The Center for Vocational Education, *The Glen Oaks Simulation* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1974).

SECONDARY SCHOOL RECORD

Year	7th Grade		First Semester		Second Semester	
	1st Semester	2nd Semester	Subject	Grade	Subject	Grade
Absences:	1	3	Reading Laboratory	D	Reading Laboratory	D
Tardies:	2	1	American Govt.	D	American Govt.	D
REMARKS:			Wood Shop I	A	Wood Shop I	A
			Consumer Math I	B	Consumer Math I	B
			Physical Sci. I	C	Physical Sci. I	C
			Typewriting I	A	Typewriting	A

Year	8th Grade		First Semester		Second Semester	
	1st Semester	2nd Semester	Subject	Grade	Subject	Grade
Absences:	1	1	English I	D	English I	D
Tardies:	2	2	American Hist. I	D	American Hist. I	D
REMARKS:			Wood Shop II	B	Wood Shop II	B
			Metal Shop I	B	Metal Shop I	B
			Physical Sci. II	C	Physical Sci. II	C
			Mechanical Dr. I	B	Mechanical Dr. I	B

Year	9th Grade		First Semester		Second Semester	
	1st Semester	2nd Semester	Subject	Grade	Subject	Grade
Absences:	2	1	English II	D	English II	D
Tardies:	0	2	Sociology	D	Sociology	D
REMARKS:			Wood Shop III	A	Wood Shop II	A
			Metal Shop II	A	Metal Shop II	A
			Mechanical Dr. II	A	Mechanical Dr. II	A
			Typewriting II	A	Typewriting II	B

Year	10th Grade		First Semester		Second Semester	
	1st Semester	2nd Semester	Subject	Grade	Subject	Grade
Absences:	2		English III	C		
Tardies:	0		American Hist. II	C		
			Wood Shop IV	A		
			Mechanical Dr. III	A		
			Bookkeeping I	B		

STANDARDIZED TESTS

	Grade	Percentile Rank Scores									
	7										
	8										
Kuder	% tile 9	OD 58	Mech 60	Comp 50	Sci 52	Persuasive 47	Art 32	Lit 34	Music 38	S.S. 42	CI 30
GATB	10	G 42	V 56	N 35	S 64	P 68	Q 35	K 90	F 63	M 61	
PSAT	%tile 10	Eng 38	NU Comp 62	Math 64	Read 30	Sci Tot 54	Sci A 58	S.S. 28	Spell 62		
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks

SCHOOL SPONSORED EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	
8	
9	
10	
11	
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7			
8			
9			
10			
11			
12			

The following Autobiography was written by Bill Clinton. Study it and analyze its contents and adequacy, using part II of the Reaction Record, pp. 25–26.

AUTOBIOGRAPHY

My name is Bill Clinton. I am sixteen, 5 feet 10 inches tall and weigh 180 pounds with dark hair and dark eyes. My hair is just long enough to make my parents complain.

Most of what I do in my spare time is outdoor stuff. I'm really into football and baseball. I don't much like to read, but when I do read it's usually about football or car engines. I've been in 4-H ever since I can remember. Most of my projects were in machine maintenance. My dad depends on me to take care of the tractors and other stuff like that on the farm. I also do tune-ups on our truck and the family car. I guess that's about all I'm interested in.

Like I said, my family has a farm. We raise tobacco. My mom is just a housewife, but she keeps pretty busy cause theirs five of us kids. Sherry, George, Bob, Buddy, and me, I'm in the middle. Sherry's getting married soon. Dad wants me to go to college. I'd kinda like to teach other kids about doing maintenance work on farm machinery so I guess I want to be a vocational teacher and I guess that means college except I'm worried about all that reading. If I don't do that I could probably get a job working at Murray's—they sell and service farm machinery. I hang around there a lot and Mr. Murray said I could have a job there this summer if I want. I guess my plans aren't very definite yet, but then, it's a long way off.

The following Anecdotal Records were kept on Bill Clinton by three teachers. Study the records and analyze their contents and adequacy using part III of the Reaction Record, pp. 27–28.

ANECDOTAL RECORDS

Anecdotal Record 1:

Observer: Mr. Grant [*Bill's American history teacher, Mr. Grant, started this anecdotal record on Bill because Bill seemed to be having problems in the class.*]

October 5	Bill does fine in class unless there's been a reading assignment, as there was last night. He hadn't read the assignment and couldn't contribute at all in class.
October 6	Bill had seen a movie on the topic for today and had some good contributions to make in class. Unfortunately, the movie wasn't completely factual, something he would have realized had he read his assignments.
October 7	Bill had read part of today's assignment. He's bright and capable, so the only conclusion I can draw is that he's lazy.
October 8	Bill passed today's quiz, so he must at least be listening in class.
October 9	Field trip to local museum. Bill was fascinated with the historical development of farm equipment. I think I've got him talked into doing some outside reading on it and giving a report next week, but I won't be surprised if he doesn't come through.

Anecdotal Record 2:

Observer: Ms. Lee [*Bill's English teacher, Ms. Lee, started this anecdotal record on Bill because Bill seemed to have a poor attitude toward English and English class.*]

September 18	Bill sat in class, stared out the window and daydreamed.
September 30	Bill didn't turn in his grammar homework . . . again.
October 2	Bill refused to read aloud in class.
October 12	Caught Bill reading a car magazine in class.
October 25	Bill turned in a book report on *Great Expectations* that showed every indication that he had not read the book.

Anecdotal Record 3:

Observer: Mr. Sherman [*Bill's machine shop teacher, Mr. Sherman, started to keep an anecdotal record at the request of the guidance counselor. The counselor had had a meeting with Ms. Lee and Mr. Grant about Bill and wanted documentation of Bill's work in other classes.*]

October 19	Today the students were to hand in a brief description of the project they wish to undertake. Bill stayed after class to show me some very thorough plans he had already made for his project, and to get my okay.
October 20	Since Bill's plans are already well-formulated, he spent the class period helping others to draw up their plans.
October 21	Today, while the other students were still working on their plans, Bill helped me draw up a tentative list of materials we will need to order.
October 22	Bill worked on his project for the entire class period.
October 23	Bill spent most of the period working on his project, and spent the last fifteen minutes straightening up the shop. One student who had run into a snag on his project asked for, and got, Bill's help.

The following Sociogram was prepared for a class in which Bill Clinton is enrolled. Included with the diagram are the directions that were given to the students, and the initial tabulation of the sociometric ratings (student responses). Study these sample materials and analyze the sociogram data, using part IV of the Reaction Record, pp. 28–29.

SOCIOGRAM

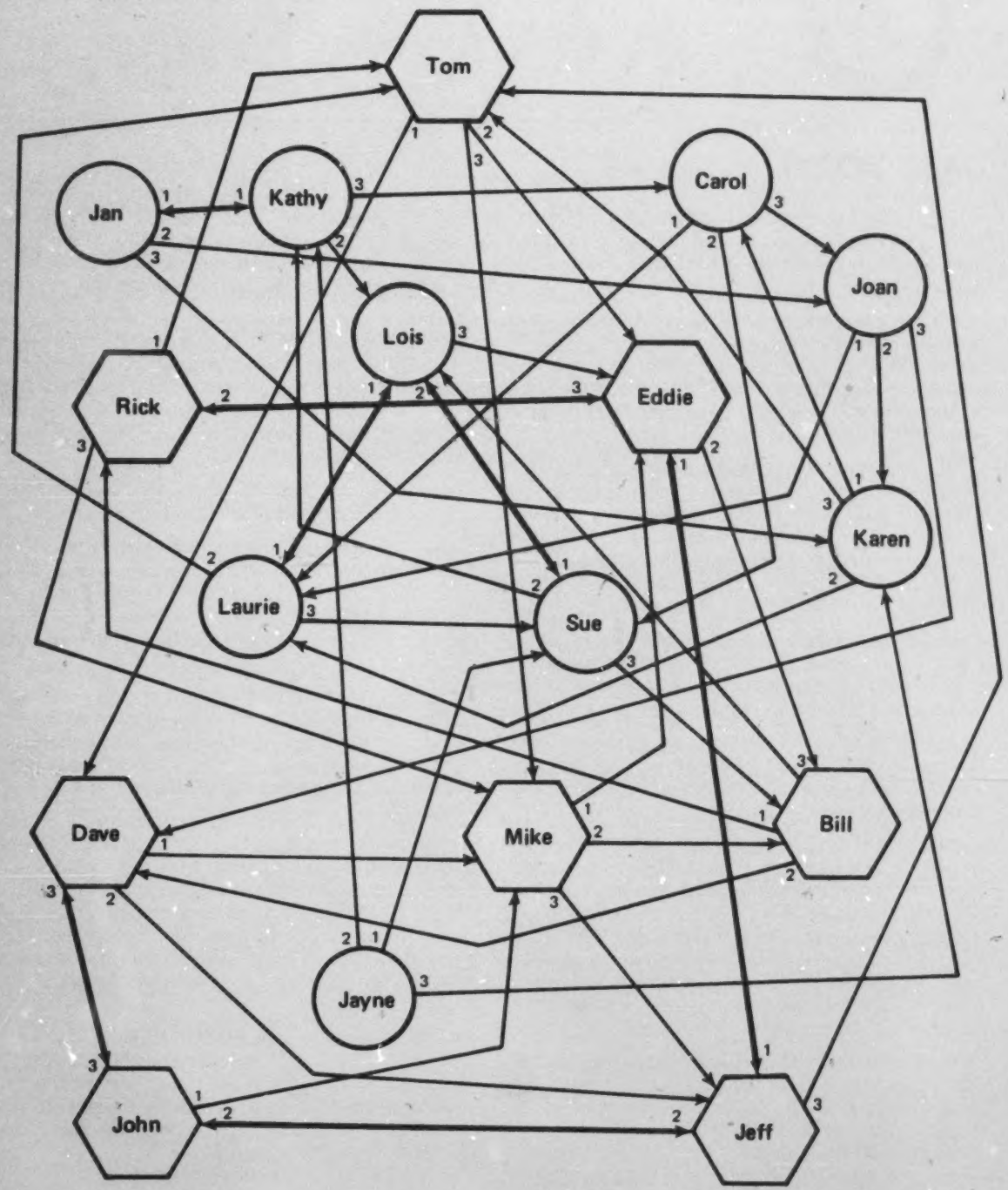
I: Instructions Given to the American History Class by Mr. Grant

Since our field trip to the state capitol is only a few days away, we had better begin to finalize plans. You will recall that we decided that several committees need to be appointed for the tasks of meeting and interviewing the five state officials who have agreed to talk with us, and for reporting back to the class. I am going to ask that you place your name at the top of a sheet of paper and then write below your name the names of three people, in order of preference, with whom you would like to serve on one of the committees. Five committees will be needed and, after they have been selected, members of each committee will need to choose a chairperson to serve as spokesperson and reporter.

II: Initial Tabulation of Sociometric Ratings

	Eddie	Jan	Tom	Kathy	Laurie	Sue	Joan	Bill	Jeff	Dave	Lois	Karen	Jayne	Mike	Rick	John	Carol
Eddie								2	1						3		
Jan				1	2							3					
Tom	2									1				3			
Kathy		1									2						3
Joan							1			3		2					
Sue				2				3			1						
Laurie			2			3					1						
Bill										2	3				1		
Jeff	1		3													2	
Dave									2					1		3	
Lois	3					2	1										
Karen			3				2										1
Jayne				2		1						3					
Mike	1							2	3								
Rick	2		1											3			
John									2	3				1			
Carol					3	2	1										

III: Sociogram



The following Case Study was prepared for Bill Clinton by the school counselor on the basis of (1) the data you have reviewed in this learning experience, and (2) several additional conferences with Bill and with his parents. Review the data already compiled on this student (prior activities in this learning experience), examine the study, and analyze the study and make recommendations for Bill Clinton, using part V of the Reaction Record, p. 30.

CASE STUDY

Bill Clinton is a second semester sophomore who has expressed a need for help in his educational planning and related vocational decision-making.

Bill's father works both as a machinist and farmer and his mother takes care of the home and family. They live on a farm where the money-producing crop is tobacco. They live comfortably, if modestly, and do not appear to have any major financial problems.

Bill is the middle child among five children, four boys and one girl. The latter is to be married in the near future. All of the children share responsibility in running the farm since the father has a full-time job in town. Bill's main responsibility is to take care of the farm machinery, a job in which he has a strong interest and definite competence.

Bill enjoys baseball and football and plays halfback on the varsity football team. He has been active in 4-H since he was 11 years old. Most of his 4-H projects have been in machine maintenance.

Bill's father would like him to go to college and Bill feels some interest in becoming a vocational teacher, but worries about the amount of reading that college courses require.

Bill's scores on the GATB (General Aptitude Test Battery) reveal good perceptual-coordination and dexterity skills. His verbal and general learning aptitude scores on the GATB are below average, indicating a weakness in the language arts area. These results appear positively related to his interests, his grades in school subjects, his competence in working with farm machinery, and his problems with reading.

The Kuder Preference Record places him at the 60th percentile in mechanical interest. In the other eight interests measured by the Kuder, he ranges from the 52nd percentile in scientific interest to the 30th percentile in clerical.

In the PSAT (Preliminary Scholastic Aptitude Test) Bill placed in the 30th percentile and in the 28th percentile in reading and social studies respectively, and in the 38th percentile in English. In all other areas he placed in the average or high average range.

Bill's standardized test scores are reflected in his class performance. In shop and typing courses, his grades are mostly A's, his grades in science are C's, and in courses that rely heavily on reading assignments, such as English, history, and sociology, he is earning primarily D's.

Anecdotal records submitted by three of Bill's teachers reveal the following information:

Mr. Grant (American history) reports that Bill listens in class but does not contribute well if the discussion depends upon a reading assignment. He feels that Bill is bright and capable, so concludes that his poor work must be due to laziness.

Ms. Lee (English) reports that Bill daydreams in class, has been lax in turning in homework, has refused to read aloud in class, has been found looking at a car magazine during class, and has handed in a book report "that showed every indication that he had not read the book."

Mr. Sherman (machine shop) reports that Bill turned in a well-formulated plan for a shop project and helped other students with their plans, assisted the teacher in identifying materials to be ordered for the projects, worked steadily and competently on his project, and gave a helping hand to another student. He also voluntarily spent part of one class period in straightening up the shop.

A sociogram plotted by one of Bill's teachers reveals that Bill's status among his classmates is average; he is neither a "star" nor an "isolate." It should be noted that student selections were for the purpose of assembling committees related to a field trip to the state capitol.

Recommendations:

Compare your completed written responses on the Reaction Record with the Model Reactions given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL REACTIONS

I: Cumulative Record

1. Some identifying information (name, address, phone, birthdate, parents' names and occupations, etc.) is provided. Standardized test results for the 9th–10th grades are also given. Bill's **Kuder** scores indicate high interest in mechanical and outdoor activities. His lowest scores on the Kuder were in the areas of clerical, literature, and art.

   Bill's scores on the **GATB** indicate good perceptual-coordination and dexterity skills. His verbal and general learning aptitude scores on the GATB are below average, indicating a weakness in the language arts area (e.g., reading, language, English).

   The **PSAT** scores show problems in English (38), reading (30), and social studies (28). Bill's grades for grades seven through ten are high (A's and B's) in wood shop, metal shop, mechanical drawing, typing, bookkeeping, and math. His grades in physical science are average (C's), and his grades in reading, history, government, English, and sociology are below average (D's) with the exception of two C's.

2. Aside from the identifying information, the scores for three tests administered in the past two years, and the grades, little information is provided. The form does not provide for height/weight information. Nothing has been filled in under home conditions, outside interests, health record, other remarks, work experience record, extracurricular activities, or counselor remarks. Tests which may have been administered prior to grade nine have not been included.

II. Student Autobiography

1. The teacher's directions probably stated that students should cover the following areas:
   - physical characteristics
   - interests, hobbies, spare time activities
   - family background and expectations
   - educational and career plans
   - concerns related to educational and career plans
   - work experience
2. The teacher could have asked students to include information on their in-school activities and on which classes the students enjoy most or feel they do best in. Knowing students' in-school achievements and interests could be useful in helping them in their career planning.
3. Bill's statements about liking to work with car engines and farm machinery correlates with his high test scores in mechanical, outdoor activities, perceptual-coordination and dexterity skills and with his high grades in shop, typing, mechanical drawing, etc. His comment about disliking reading correlates with his low test scores and grades in areas that involve reading. His statement that his dad is a tobacco farmer does not match the information on the cumulative record. Either his dad has two jobs or he has changed jobs.
4. We now know that Bill is 5' 10", weighs 180 pounds and has dark hair and eyes. His family raises tobacco. He has one sister and three brothers and he is the middle child. We know he likes football and 4-H. He evidently has some skill in maintaining cars; he takes care of the family car and farm machinery.

   He wants to have some career which involves working with machines. He knows he can get a summer job at a place where they sell and service farm machinery. He thinks he'd like to teach kids about farm machine maintenance so he has considered being a vocational teacher—which would fit in with his father's desire that he attend college. However, Bill feels worried about all the reading he would be required to do in college. His plans seem rather vague at this point, nor does he seem to think that he needs to plan in the immediate future.

III: Anecdotal Records

1. **Best Record:** Mr. Sherman. His entries are factual and objective, not personal opinion. The entries are also clear and cover Bill's daily performance over a period of a week.

   Second Best Record: Ms. Lee. Her individual entries are concise and fairly factual; however, she did not record significant daily behavior, both positive and negative. She recorded only isolated negative behavior. For instance, what did Bill do in class on the 19th of September? Furthermore, her comments reflect her bias toward Bill; e.g., "Bill didn't turn in his grammar homework . . . **again.**" She had recorded no previous instances in which he failed to hand in homework.

   Third Best Record: Mr. Grant. Mr. Grant's remarks are a combination of fact and interpretation with no effort to separate the two, and his conclusions are questionable. For example, it may be fact that Bill didn't read the whole assignment, but it is only opinion that he failed to complete it due to laziness.

2. The three anecdotal records show evidence that Bill performs well if reading is not involved. This confirms the test data, past grades, and Bill's own opinion that reading is a problem for him. We have further evidence of his interest in cars (reading, or looking at, the car magazine), farm machinery (being fascinated with the farm equipment display at the museum), and teaching others (assisting other students in shop class). We also have evidence of his interest and competence in shop-related courses (his accomplishments and cooperativeness in the machine shop).

3. The new information we have is that in two of his classes Bill is **perceived** to be a "problem" by his teachers: doesn't read assignments, is lazy, can't be relied on to "come through," daydreams, "refuses" to participate in class, doesn't pay attention in class, etc. This conflicts with the glowing report of Bill's participation and productiveness in the machine shop.

   However, although the **information** about Bill **seems** conflicting, it actually presents a picture of Bill which is quite consistent with our previous information: he has trouble with reading and English skills. It is only **opinion** that Bill is lazy and is "refusing" to cooperate. It is fact that he is not doing the required reading, but from what we know, the reason is related to his weakness in the area of reading and language arts, not to a perceived attitudinal problem.

4. Mr. Sherman seems to be quite satisfied with Bill's work and attitude, but the nature of the class is not one that points up Bill's reading problem. Ms. Lee appears to have rather negative feelings and expectations concerning Bill. Her choice of words ("refused to read") and her selection of incidents to record indicate that she may be expecting, and seeing, only negative behavior. Furthermore, she sees the problem as attitudinal; she seems to have no idea that there might be a reading problem.

   Mr. Grant recognizes that Bill "does fine" if reading is not involved, and he is trying to use Bill's interests to motivate him to read. However, he is convinced that Bill's failure to complete reading assignments is due to laziness. He, too, seems unaware that there might be an actual problem with Bill's reading ability.

IV: Sociograms

1. Eddie was chosen by five people. Lois, Sue, Laurie, Dave, Jeff, Mike, and Tom were each chosen four times.

2. Laurie was selected "first" three times, and Eddie, Lois, and Mike were selected "first" two times.

3. Jayne was not chosen at all, and Jan was chosen only once (a first choice by Kathy).

4. A sociogram based on this type of committee selection tends to identify friendships more than leadership or prestige. The completed sociogram suggests that this class group of students is fairly well balanced (few isolates and cliques, leadership is shared, and sex lines are crossed). Jayne, who was not chosen by anyone, may need to be observed further. She could be an isolate who needs to be drawn into the group, or she could be everyone's "fourth" choice who fits in well, but just didn't get chosen.

5. Example of other situations that could be used which could result in different grouping patterns are—

   List, in order or preference, the three classmates you would select:

   - *to help you with your homework*
   - *to be on your volleyball (or other athletic) team*
   - *to help you plan a party*
   - *to represent your class on the student council*

6. Bill was not chosen "first" by anyone; however, he was chosen "second" twice and "third" once. None of his choices was reciprocated. The three students who chose Bill were all among the more popular (more frequently cho-

sen) students. These observations appear to confirm Mr. Grant's observations to the effect that, in his class, Bill is an average young man, neither a leader nor an isolate.

V: Case Study

1. The case study format is quite adequate, and items are presented in logical order. However, it might have been easier to locate or review particular items if the different sections had been labeled.

2. The statements of opinion contained in the case study all refer to the anecdotal records and are identified as opinions. For instance, the counselor says that Mr. Grant "feels" Bill is bright, but lazy. This probably should be included, even though it may be inaccurate, because part of Bill's problem may be due to the misconceptions of his teachers.

3. **Recommendations:**
   - Bill needs to be scheduled for a number of tests. He should be given an I.Q. test; no I.Q. test scores are currently available on his records.
   - He needs to be given a diagnostic reading test to verify that he has a reading problem and, if so, to pinpoint his areas of weakness.
   - If a reading problem is identified, Bill may need to be scheduled for remedial help. In addition, his teachers should be notified of his reading deficiencies. Knowing the cause of his problems in their classes could help these teachers in working with him. In addition, Bill seems (1) to have no problems in machine shop, (2) to be interested and motivated in that subject, and (3) to get along well with Mr. Sherman. Therefore, if Mr. Sherman were made aware of the reading problem, he might be in an ideal position to get Bill to do some reading.
   - Bill needs to meet with teachers and/or counselors to discuss his educational and career goals. He has a firm fix on what he's interested in and what he's weak in, but he doesn't seem to have a clear idea of what his interests and skills mean in terms of future employment. For example, he could satisfy both his desire to work with machine maintenance and his interest in teaching kids by working at a job involving machine repair, etc., **and** working with the young people in FFA and 4-H who are interested in his area.

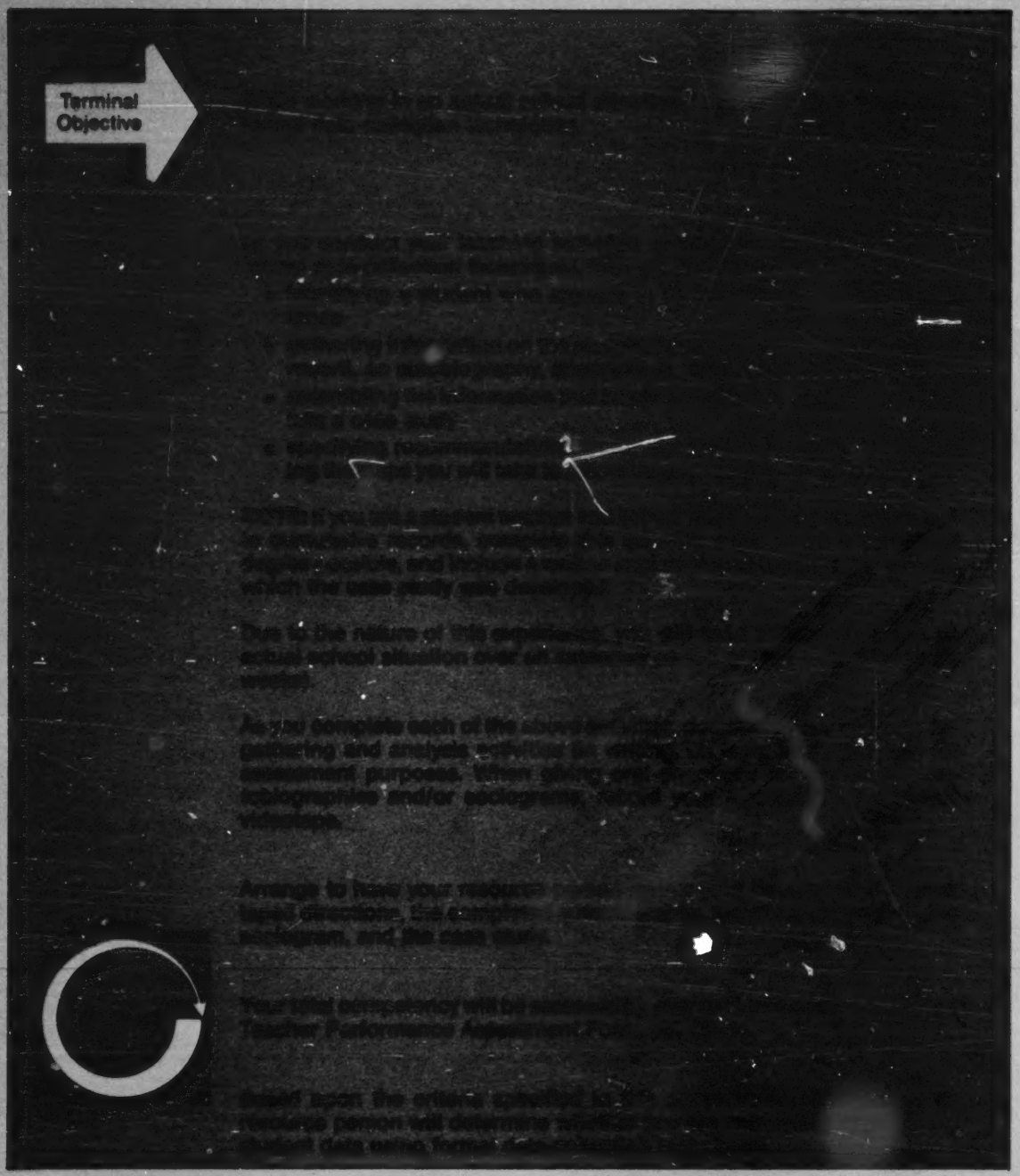
     Being a vocational teacher is not the only option available which meets his skills and interests. A counselor could discuss with Bill the options available to him and suggest resources where Bill could get other information. The counselor could also explain to Bill what his scores on the Kuder mean.
   - If Bill decides that he is, in fact, interested in college, he will need to take the College Board Exams or ACT exams.

LEVEL OF PERFORMANCE: Your completed Reaction Record should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the data on Bill Clinton, pp. 31–38, the material in the information sheet, Student Data-Collection Sources and Techniques, pp. 6–16, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Gather Student Data Using Formal Data-Collection Techniques (F–1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
Cumulative Record						
1. The teacher's notes are brief and factual	☐	☐	☐	☐		
2. The teacher's interpretation of the test data is accurate	☐	☐	☐	☐		
3. The teacher has clearly identified which notes are fact and which are opinion or interpretation	☐	☐	☐	☐		
4. The teacher has identified any information that was lacking in the record	☐	☐	☐	☐		
Autobiography						
5. The directions for the autobiography are designed to yield additional insight into the problem	☐	☐	☐	☐		
6. The type of autobiography (structured, unstructured) assigned by the teacher is appropriate for gathering data on the student's problem	☐	☐	☐	☐		
7. The teacher's directions are clear	☐	☐	☐	☐		
8. The teacher's directions allow students the opportunity to ask questions	☐	☐	☐	☐		
9. The teacher's directions include a deadline for completing the assignment	☐	☐	☐	☐		
10. The student's autobiography shows that the student understood the directions	☐	☐	☐	☐		
Anecdotal Records						
11. The entries are short and concise	☐	☐	☐	☐		
12. Only significant behavior is reported	☐	☐	☐	☐		
13. Both positive and negative behavior is included	☐	☐	☐	☐		
14. The entries are factual and objective	☐	☐	☐	☐		
15. If interpretation is involved, it is kept separate and is clearly labeled	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
Sociogram						
16. The teacher's directions are clear	☐	☐	☐	☐		
17. The teacher assigned the task within the framework of a normal situation	☐	☐	☐	☐		
18. The tabulation of the data is accurate	☐	☐	☐	☐		
19. The sociogram is accurate and readable	☐	☐	☐	☐		
20. The teacher's interpretations are accurate and thorough	☐	☐	☐	☐		
21. The teacher made use of the information for the reasons given to the class	☐	☐	☐	☐		
Case Study						
22. The case study includes all pertinent information from all data gathered	☐	☐	☐	☐		
23. The major portion of the report is based on objective facts	☐	☐	☐	☐		
24. Unverified information is identified as such	☐	☐	☐	☐		
25. The teacher's interpretations are consistent with the data gathered	☐	☐	☐	☐		
26. The teacher noted data that confirmed or conflicted with other data	☐	☐	☐	☐		
27. The recommendations are clear and concise	☐	☐	☐	☐		
28. The recommendations are valid based on the data gathered	☐	☐	☐	☐		
29. The recommendations identified:						
a. any additional testing which is needed	☐	☐	☐	☐		
b. any conflicting data which need to be studied further	☐	☐	☐	☐		
c. specific courses of action which could be taken to help the student with his/her problem	☐	☐	☐	☐		
30. The recommendations are complete (no key recommendations are overlooked)	☐	☐	☐	☐		
Overall						
31. All evidence indicates that the teacher handled the data professionally and confidentially	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may substitute for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was not applicable to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only very limited ability to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has some ability to perform it.
Good . . . The teacher is able to perform this skill in an effective manner.
Excellent . . . The teacher is able to perform this skill in a very effective manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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